Name _____ Date _____ Teacher _____

Second Grade Module 6: End of Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 6: End-of-Module Assessment				
	Domain		**Standards**		
Question	Operations and Algebraic Thinking	Geometry	2.OA.3	2.OA.4	2.G.2
1	1 2 3 4		X		
2		1 2 3 4			X
3	1 2 3 4		X	X	
4 a, c	1 2 3 4		X		
4 b		1 2 3			X

Domain Score	Operations and Algebraic Thinking		Geometry	
Total Points				
Level	4	11-12 points	4	7 points
	3	8-10 points	3	5-6 points
	2	5-7 points	2	3-4 points
	1	3-4 points	1	2 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters Standards Addressed
Work with equal groups of objects to gain foundations for multiplication.
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Reason with shapes and their attributes.
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.